

## DOCUMENT RESUME

ED 415 889

IR 056 860

AUTHOR O'Connor, Susan K.; Ruth, Deborah K.  
TITLE Brooklyn Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.  
INSTITUTION Brooklyn Public Library, NY.  
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.  
PUB DATE 1993-00-00  
NOTE 87p.; Attachments are hand-written and marginally legible.  
CONTRACT R167A20397  
PUB TYPE Reports - Descriptive (141)  
EDRS PRICE MF01/PC04 Plus Postage.  
DESCRIPTORS Adult Education; Instructional Development; Library Role; \*Library Services; Literacy Education; Public Libraries; Student Reaction; \*Training Methods; Tutoring; Tutors; \*Volunteer Training; Volunteers  
IDENTIFIERS Brooklyn Public Library NY; Database Development; \*Tutor Training

## ABSTRACT

This final performance report for the Brooklyn Public Library Literacy Program begins with a section that provides quantitative data. The next section compares actual accomplishments to project objectives for fiscal year 1992 in the following areas: (1) redevelopment of the tutor training, including redesign or addition of the writing process, group instruction approaches, whole language, roleplay, and observation elements of the training model; (2) upgrading of trainers through pre- and post-training meetings and participation in staff development seminars; (3) conversion to group instruction; (4) new tutor orientations; and (5) the establishment of student and tutor databases. Proposed and actual expenditures are compared. Activities undertaken, the role of the library, and agencies and organizations involved are described. Facilities used are listed, and the impact of the project on the ongoing literacy program is discussed. Attachments include trainees' hand-written comments on tutor training sessions, a student record form, and a volunteer information record form. (MES)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

**Brooklyn Public Library, Final Performance Report for  
Library Services and Construction Act (LSCA) Title  
VI, Library Literacy Program**

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

**FINAL PERFORMANCE REPORT**

**FY 1992**

**Brooklyn Public Library  
Grand Army Plaza  
B'klyn, NY 11238  
(718)-780-7819**

**Report prepared by: Susan K. O'Connor, Director of Literacy Program  
Deborah K. Ruth, Education Coordinator**

**Grant number: R 167A 20397**

**Amount awarded: \$34,890.00 Entire amount expended.**

**BEST COPY AVAILABLE**

## Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

- ☐ under 10,000
- ☐ between 10,000 - 25,000
- ☐ between 25,000 - 50,000
- ☐ between 50,000 - 100,000
- ☒ between 100,000-200,000
- ☒ over 200,000

2. What type of project was this? (Check as many as applicable)

- |  |  |
|--|--|
| <input type="checkbox"/> Recruitment                                 | <input checked="" type="checkbox"/> Collection Development |
| <input type="checkbox"/> Retention                                   | <input checked="" type="checkbox"/> Tutoring               |
| <input type="checkbox"/> Space Renovation                            | <input type="checkbox"/> Computer Assisted                 |
| <input type="checkbox"/> Coalition Building                          | <input checked="" type="checkbox"/> Other Technology       |
| <input checked="" type="checkbox"/> Public Awareness                 | <input type="checkbox"/> Employment Oriented               |
| <input checked="" type="checkbox"/> Training                         | <input type="checkbox"/> Intergenerational/Family          |
| <input checked="" type="checkbox"/> Rural Oriented                   | <input type="checkbox"/> English as a Second Language      |
| <input checked="" type="checkbox"/> Basic Literacy                   | (ESL)  |
| <input type="checkbox"/> Other (describe) <u>Setting up database</u> |  |

3. Did you target a particular population? (Check as many as applicable)

- |   |   |
|---|---|
| <input type="checkbox"/> Homeless   | <input type="checkbox"/> Homebound                    |
| <input type="checkbox"/> Hearing Impaired   | <input type="checkbox"/> Seniors/Older Citizens       |
| <input type="checkbox"/> Visually Impaired  | <input type="checkbox"/> Migrant Workers              |
| <input type="checkbox"/> Learning Disabled  | <input type="checkbox"/> Indian Tribes                |
| <input type="checkbox"/> Mentally Disabled  | <input type="checkbox"/> Intergenerational/Families   |
| <input type="checkbox"/> Workforce/Workplace  | <input type="checkbox"/> English as a Second Language |
| <input type="checkbox"/> Inmates of Correctional Institutions   |   |
| <input checked="" type="checkbox"/> Other (describe) <u>Adults over age 17, who read below a 5th grade level.</u> |   |

4. If this project involved tutoring, what tutoring method was used?

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Laubach          | <input type="checkbox"/> LVA   | <input type="checkbox"/> Michigan Method |
| <input type="checkbox"/> Orton-Gillingham | <input checked="" type="checkbox"/> Other (describe) <u>WHOLE LANGUAGE ORIENTATION</u> |  |



5. If this project involved tutoring, how was it provided? (check as many as applicable)

☐ one-on-one tutoring    ☒ small group instruction  
☐ classroom instruction

- 6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured?    ☐ yes    ☒ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

- 6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented?    ☒ yes    ☐ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

In this project, the students were volunteer tutors. Tutors were observed by staff, took part in practice sessions and produced journals that were monitored.

We will attach journal entries.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

<input type="checkbox"/> bibliography	<input type="checkbox"/> resource directory
<input type="checkbox"/> curriculum guide	<input type="checkbox"/> evaluation report
<input type="checkbox"/> training manual	<input type="checkbox"/> survey
<input type="checkbox"/> public relations audiovisual	<input type="checkbox"/> newsletter(s)
<input type="checkbox"/> training audiovisual	<input type="checkbox"/> other (describe)
<input type="checkbox"/> recruitment brochure	_____
	_____

\*As part of the evolution of our training model, we are no longer using the training manual. We are now providing volunteers with copies of the professional readings, to which they can refer.

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 900

Of those served, how many received direct tutoring service? 730

How many hours of direct tutoring service did they receive? 34,832 total contact hours

How many new volunteer tutors were trained? 94 hours

How many current volunteer tutors received additional training? 25

How many volunteer tutors (total) were involved? 119

How many non-tutor volunteers were recruited? 15 for Friends of Literacy

How many service hours were provided by non-tutors? 300 minimum

How many librarians were oriented to literacy methods, materials, and students? 2

How many trainers of tutors were trained? 5

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.
2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.
3. Provide, as appropriate, specific details as to the activities undertaken – e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.
4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.
5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

### Part III: Narrative Report

**1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.**

#### **TUTOR TRAINING**

**I. Objective 1.** During the fiscal year, 119 tutors were trained in nine tutor training workshops and writing seminars. Although this number is not as high as originally planned for it did meet the program needs for the year. The writing seminars are intensive training offerings that provide tutors with opportunities to explore their own writing process while developing effective facilitation techniques that can be utilized tutoring multilevel writing groups.

**II. Objective 2. Redevelopment of the Tutor Training.** As the Literacy Program concomitantly developed practices reflecting a whole language philosophy, shifted into small group instruction, and focused on writing process as an important part of instruction, it became necessary to redevelop the tutor training. Under this grant we accomplished the following:

a. **Writing Process.** The Writing Process module changed significantly over the course of the year. It was repositioned into the beginning of the training to communicate its importance. We also enlarged it from a 90 minute presentation to 4 1/2 hours distributed over three training sessions. The time was lengthened to accommodate development of a rough draft, revision and editing of tutor generated writing. Tutors must experience the model in order to "buy into" it, and understand how to facilitate

skills is an important skill in this process. We also incorporated a training video and observations. The following comments from tutor journals indicate that the training changes were effective:

--"I learned that sometimes you can have a better understanding of your own writing by listening to what is reflected back to you. Once I read out loud what I had written and it was paraphrased back to me, it made sense."

--"Then we changed partners and the second person said there were two short sentences in the article that could be described more. I went home and revised that section and realized they were absolutely correct. It was interesting in having two different opinions. Again the workshop session was very well done and I came away having a lot more information than when I started out."

**b. Conversion To Group instruction.** Conversion to group instruction mandated reconsideration of the entire training. The trainees were organized into their own learning groups. In this way the volunteer tutors experienced the impact of group dynamics on learning and the importance of shared information. Group instructional approaches were woven into the training demonstrations and materials. Tutors had these comments to make in their journals about working together:

--"I learned that everyone always has so much to share from his or her experiences, and in a non-threatening environment."

--"I recognized something in me that I need to modify. When I worked with my partner I found my desire to be supportive at times didn't allow for much talking and elaboration by him as he might have done, if I was silent and didn't go on talking as much as I did."

**c. Whole language Training.** We reevaluated the training model and realized that it was still very much a bottom-up linear model that taught tutor techniques as separate discrete skills. The training had consisted of many short activities designed to teach appropriate behaviors that we measured through observation. Since research

indicates that reading and writing are mutually supportive and disconnecting them would disconnect the entire communication process, we dropped many of the short modules and opted to spend more significant time exploring the connections between three key parts: writing, the language experience approach and guided (silent) reading. Lesson planning, which had been a separate module positioned toward the end of the training was also woven throughout.

--"I expected that we, as tutors, would be inundated with materials, articles and yes even some type of testing mechanism, much like the comprehensive tests we grew up on...Instead opinions are valued, involvement is encouraged and learners ideas are not right or wrong, but simply different approaches. Throughout these sessions, I've reflected time and again that if such methods had been employed decades ago, we might not have such an extensive literacy problem."

d. **Roleplay.** We also reexamined the roleplay, which was traditionally placed at the end of the training as a test that tutors would "pass", or "fail". We acknowledged that the skills tutors were developing were complex and needed to develop over time. Learning how to guide students through reading or writing a text in an empowering way is a skill that takes practice within a real learning context. The roleplay changed in focus and became a tool for tutors to learn, practice and ask questions. It provided trainers with a chance to observe those on target and those in need of further instruction.

e. **Observation.** Another accomplishment was the addition of an observation period for the tutors during and after the training. We helped tutors to develop observation as a powerful tool, to notice the interaction between learners and tutors, and form their own beliefs about what worked. The following comments from tutor journals show that this happened:

--"No amount of imagining or roleplaying can substitute the valuable learning that occurs with watching."

--I observed in one of the groups that the students became very bored and frustrated because it seemed to be little communication between the students and the tutor.

--"After Thursday's (observation) session, I feel that I have more understanding and empathy toward the non-reader. The observation time gave us an opportunity to see tutors and learners at work. Someone at our table made the comment that the workshop was better than being at college."

**III. Objective 3. Upgrading Trainers.** The trainers were informed of all changes and actively upgraded their skills through pre and post training meetings and participation in the programwide staff development. At the pre-training meetings trainers discussed the upcoming agenda and decided on who would present the models. The post training meetings were significant because they provided trainers with time to discuss the problems and concerns raised in the training and trouble shoot ways of dealing with them. The changes discussed under Objective II evolved from these meetings.

Trainers were also invited to participate in an enriched staff development seminar that was mandated for all full-time staff. Staff met once a month on Friday mornings to discuss articles and participate in one of three projects: 1) new technologies, 2) the tutor training manual and 3) small group instruction. As staff worked in small groups they realized the value of small group learning and sharing. The projects allowed for a much deeper exploration and understanding of issues.

**IV. Objective 4. Conversion to group instruction.** The support and effort of the training helped us to convert all five of our learning centers to group instruction.

**V. Objective 5. Hold New Tutor Orientations.** New tutor orientations were designed to decrease the drop out rate of tutors who complete the training but decide not to tutor, while also acting as a screening device to select out people who are inappropriate for our program. The ultimate objective is to have a higher success rate of new tutors who understand and use our methods and complete their tutoring commitment.

Orientation sessions were held on 11 occasions. Approximately 215 people attended these orientations. We have observed a marked decrease in problem individuals who are not appropriate for our program.

## DATABASE ESTABLISHMENT

Recognizing that in order to evaluate our program's efficacy we would need to establish norms of comparisons and hard figures, we sought this grant to provide us with funds to establish appropriate databases. With the grant proposal we submitted, we had an attachment (Attachment A) that represented the information we would seek from our student population. However, the decision was made to join a computerized Adult Literacy database in NYC known as A.L.I.E.S. The acronym represents Adult Literacy Information and Evaluation System. As a result of this alliance that is managed by the New York Adult Literacy Initiative and contracted through the Literacy Assistance Center, we used the grant money to hire staff to re-interview the students using the standard *Individual Student Record Form*, attached in the appendix.

As part and parcel of this joining with the City University, Board of Education, community based agencies and New York Public Library in data collection efforts, we had to hire someone to manage the data collection, learn the program, educate staff and do the actual data entry. We used the grant monies for this express purpose. We could not have managed without it. It is difficult to communicate the enormous amount of work that was generated by this project. Of course, we hope to benefit from the prodigious amount of statistics available. Some accessible statistics are: the ethnicity of the population, immigrant status, employment information, the number of school children, population categories, etc. We can access statistics programwide and for specific learning centers. We can also access citywide statistics.

We hired a consultant to formulate a tutor database. We have attached a sample in the appendix. It is clear that the Brooklyn Public Library Literacy Program is embracing and exploring technology. We use it to facilitate the learning of reading and writing and we are using it to evaluate the effectiveness of our program.



**2. Provide a comparison between proposed and actual expenditures by budget category, i.e. personnel, travel, materials, etc.**

We spent the entire \$34,890 on Personnel. The money allocated for postage and travel between learning centers was absorbed and paid for by the Library.

3. Provide, as appropriate, specific details as to the activities undertaken-- e.g. if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

#### **Tutor Training**

1. **Pre Training Meetings.** At pretraining meetings the workshop presentations were divided among the trainers and the upcoming agenda was discussed.

October 7, 1992

January 12, 1993

-- May 26, 1993

2. **Post Training Meetings.** The following topics were discussed at the post training meetings:

<b>Date</b>	<b>Topics</b>
December 4, 1993	Managing journal writing, incorporating group instruction into training, dealing with writing concerns, omitting short modules.
February 19, 1993	The impact of whole language on reading, writing process, reevaluation of the roleplay, developing active listening, effective responding and observation as important facilitation skills, student evaluations.
July 6, 1993	Impact of observation, the roleplay, weaving lesson planning through training and expanding writing process.

#### **3. Other Training Meetings**

<b>Date</b>	<b>Topics</b>
October 30, 1993	Philosophy of program, active facilitation techniques, what tutors need to know to be good tutors.
December 11, 1993	Development of writing and using observation.
January 15, 1993	Journals, writing, active facilitation techniques.
January 29, 1993	Reading, roleplay, evaluating trainees.
March 12, 1993	Observation and journals.

4. **Staff Development Meetings.** Trainees participated in staff development practicum with the full-time professional staff. Staff met to discuss articles and develop projects.

October 23, 1992	March 5, 1993
November 20, 1992	April 2, 1993
December 18, 1992	May 7, 1993

January 15, 1993  
February 5, 1993

June 18, 1993

**4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.**

The Brooklyn Public Library Literacy Program is an integral part of library services. The Director reports to the Chief of Branch Administration and meets on an equal footing with the other coordinators and staff directly under her supervision. Thus the Library is involved through consultation in every aspect of service provision to the adult learner population. Input is sought to establish that the Literacy program fulfills the mission of the library in provision of the best possible service to all constituents in the borough of Brooklyn. In its mission to provide lifelong learning services, the Brooklyn Public Library embraces adult new readers as it would new readers of any age.

All staff are employees of the Brooklyn Public Library, while some have just worked in the Literacy Program, others have transferred from branch assignments. The staff at the five centers enjoy close working relationships with the other staff. This is truly a library program. We are constantly evolving our tutor training and as such are not affiliated with any other organization other than the library. We are not an affiliate of Laubach or LVA. The library's full resources are our resources and we receive support ranging from custodial to security to allocations of space whenever feasible.

As a result of this relationship and the commitment of the Administrative staff, all goals and objectives accomplished through the provision of this grant are accomplishments of the Brooklyn Public Library.

**5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning for the literacy program. Describe the nature of their role.**

The Literacy Assistance Center, 15 Dutch St. 4th Floor, New York, N.Y. 10038 provided technical assistance and the software necessary to access the A.L.I.E.S. program. Our staff visited the site many times, took part in numerous staff development activities and they in turn had a staff member come to the Library to train our staff. Our staff was trained in interviewing students using the Individual Student Record Form, the proper way to fill it out. The specially hired staff member was thoroughly trained in all aspects of the computer program. Their assistance is on-going and thoroughly supportive. There is no charge for this service.

**6. Provide the names and locations of libraries and other sites whose facilities were used for this project.**

**Brooklyn Public Library**

**1. Central Learning Center**

**Grand Army Plaza**

**Brooklyn, NY 11238**

**2. Bedford Adult Learning Center**

**496 Franklin Ave.**

**Brooklyn, NY 11238**

**3. Coney Island Adult Learning Center**

**1901 Mermaid Ave.**

**Brooklyn, N.Y. 11224**

**4. Eastern Parkway Adult Learning Center**

**1044 Eastern Parkway**

**Brooklyn, N.Y. 11213**

**5. Williamsburgh Adult Learning Center**

**240 Division Ave.**

**Brooklyn, N.Y. 11211**

**7. Describe the impact of the Federal project on the ongoing program of the grantee.**

The Federal project has a tremendous impact on our program. It allows us

to strive for excellence through change. The positive changes that evolve through the use of tutor trainers and their freedom to fine tune and evaluate the volunteer tutors benefit the adult new readers and tutors already in place.

In the past, it was our perception that the rest of the Literacy community in New York City did not take the library literacy program seriously. We were considered an adjunct to the real service delivery of the schools. This grant enabled us to join them in A.L.I.E.S. and as a result of our meetings with other agencies and agency heads, the quality reflected in the Brooklyn Public Library's Literacy Program was able to shine through the misperceptions. Our willingness and ability to commit time and funds to the joint project signalled a serious educational commitment of the Library to education.

6/8 The first session was different from what I expected because of the emphasis on "active learning." I definitely got the point that it is better to learn through experiencing rather than just being given a bunch of information to read. I also felt the emphasis on the importance of writing to clarify your thoughts, vent frustrations, etc. was helpful -- writing is such an important tool to personal growth. I feel I learned some valuable information from working in the small groups, also. When I have my own students, some will be active and some will be passive. I think I have some ideas on how to bring out the passive learners; I am concerned, though, with how to "tone down" the overactive student, who perhaps doesn't listen well or jumps in too often and interrupts others. BEST COPY AVAILABLE



6/9 The video on writing groups was really helpful. I have a better understanding of what the students' skills will be, and it was also interesting to observe the tutor as she handled each person uniquely. The technique we ~~was~~ discussed for responding to writing makes sense to me, although it obviously is hard to not get into long discussions about people's writings after they read them. I found with my partner that it was tempting to give too much advice as the listener, and to get "defensive" as the writer. I think we have to be especially sensitive not to overload the students with comments, and know that we must try to make a little progress each time. Also,

We cannot criticize too much or in a negative way because this could discourage someone.

Molly--

06/15/93

I'm glad that you've really thought about your experiences in our workshops. Trust yourself to handle your overactive students as easily as you handle your passive ones. You know what you're talking about when you refer to techniques, temptations, and reactions, and I am confident that you will carry your knowledge into your teaching.

-- Mark --

BEST COPY AVAILABLE



6/15 Seeing actual tutor groups was great - it gave me a way to actually visualize what my group might be like. Also, I now feel more assured that I can be a good tutor and will really enjoy doing it.

The tutor I observed was very good. ~~She~~ The group seemed very comfortable together, and she was able to tease them and challenge them to think for themselves. I saw very clearly the need for patience - it is tempting to want to give the students the answer, but it is critical to wait until they at least make an attempt to answer. Also, I think, as a tutor,

teaching  
goals

I will learn to balance how much new information to give out ~~and~~ and each session ~~with~~ and making sure each person learns something.

With active learners, lots of questions and side issues/conversation may arise, but it is important to stay focused on accomplishing the lesson plan, too.

6/16 Today's video on reading was interesting - the emphasis on getting the learner involved in drawing his/her own conclusions is critical. It helped to spend some time in the learner library to see that there

BEST COPY AVAILABLE



are lots of choices for learners. I liked the suggestion made to alternate what the group reads based on different people's choices - this way, the group can go over ~~the~~ books together, yet still keep everyone interested. I think it is important for me to encourage my students to take the lead and plan their goals and what progress they would like to make in class. They need to feel the learning process is in their control, and I am a facilitator to help them achieve their goals.

JUNE 8

Today was the first day of training, and I found it to be fun and very engrossing. It's clear to me that the library is really interested in cultivating minds because of the supportive and nurturing environment they create.

I was fascinated by their idea of incorporating the personal with the literacy experience. I thought that I'd be reading chosen materials with the student, and now I can see that I'll be ~~const~~ approaching the teaching from a variety of angles.

JUNE 10 →

BEST COPY AVAILABLE



Last night Nola and I read our writings to each other. I was suddenly struck by the enormity of evaluating someone's words, which are really the person's thoughts. I realized what my writing teachers had been going through in past years.

Nola had written about problems she has with academic writing (getting her thoughts straight, the bibliography, etc.) vs. the ease with which she writes personally, i.e., letters, memos, etc.

I assume that I'll be helping my student with structure - topic sentences, follow up,

BEST COPY AVAILABLE

concluding sentence - as well as form. I do not intend to analyze thoughts, but to encourage optimal expression (what is the best way you can think of to say what you want to say?)

The task may be difficult, but I think it will be easier to gauge when I meet my student.

I read your Synergy newsletter and agree with the principle of not marking the student's papers. I remember the outrage I once felt when a printing teacher of mine picked up my paint brush and put a stroke of bright pink →

BEST COPY AVAILABLE



JUNE 15

Today was interesting for me. I got to observe a first-rate tutor who was guiding her four participants toward taking the GED exam. This woman amazed me because ~~she~~ she was so full of good humor and high spirits. There was nothing defeatist in her attitude.

She had a battery of reading materials for the students to take home, and none of them complained. From her I learned that pushing the homework is not only acceptable but necessary when speaking of progress in the long term.

BEST COPY AVAILABLE

on the face of my self-portrait:  
I am not <sup>bright</sup> pink! The painting  
suddenly became lost to me.  
I think the training will prove  
to be invaluable for pointers  
such as this.

Sally--

06/15/93

I felt the same as you the first  
time I had to evaluate someone's  
writing in a training session. In addition,  
while no one ever painted a self-portrait  
of mine with a stroke of bright pink,  
I understood your sense of outrage  
and loss. Strong, honest reactions like  
these are the best teachers. It is clear  
that you are learning a lot during our  
workshops, and I wish you the best when  
you finish your training and meet your students.  
--Mark

Thanks Mark!

BEST COPY AVAILABLE



I really like the way she communicated her confidence in her students and her enthusiasm for their own development. On the other hand, since I'm a professional copy editor, I couldn't help but feel that she could have gone into more depth about language. For example, one man, Louis, asked why it was "miles an hour," not "miles and hour." The tutor tried to get him to read for sense, but I would've explained that the article "an" is used with silent consonants and vowels. "Hour" has a silent "h," so "an" fills in the consonant sound for fluidity.

BEST COPY AVAILABLE

of sound. I know that when I give a technical answer, my students might not understand, but I intend to simplify only after I have given the best answer to a question. I think that there is room for my approach too. I promise ~~me~~ not to smother my students in technical jargon.

Oh! one of the things that the tutor stressed was reading comprehension. She wanted the students to understand and retain what they read, not just to recognize the words on the page. This seems VERY IMPORTANT!

BEST COPY AVAILABLE



JUNE 16

I was glad to be given the chance to explore the books tonight. Everything was labeled according to general topic on the shelf, but because most of the books have no bindings and you can't tell what their titles are from browsing, it was good to pull them out and look at them.

Will I be given similar information about all of my students before I start working with them? I plan to tutor at the main branch, does that mean I'll be in a one-on-one session with a single student? That type of

BEST COPY AVAILABLE

learning experience might be less dynamic for the student.

4 I was especially pleased to see the newsletter for new readers, which had boiled down news stories to make them more accessible. I've been thinking about discussing news stories, and the newsletter will provide a good source for them.

I wanted you to know that I really enjoy the training sessions. They're a lot of fun, and I like the supportive and nurturing environment the Program is trying to create.

BEST COPY AVAILABLE



9 June 93

My small group - great!

Enthusiastic and concerned, all of whom are great listeners.

I am concerned that requiring that we remain with the same group through out ~~the~~ the training session may stifle us. We could gain a wealth of experience by encountering those different from ourselves - different ages, sexes, races, backgrounds. The more encounters the better. But I can see how this "constant" situation might simulate the tutoring experience more closely.

I found the exercise of writing, then listening to our partner read

BEST COPY AVAILABLE

their essay very beneficial. It reinforced some listening skills I had stored away. I might have been analyzing too much, though. I tried rooting out the "deeper meaning" and did not concentrate on the structure of the writing ~~as~~ with equal attention. What ratio would you <sup>apply</sup> ~~use~~ here?

BEST COPY AVAILABLE



10 June 93

The responding exercises were extremely helpful. It made me aware of the importance of listening to the reader carefully. The rereading point that Sara made — don't be afraid to ask for a repeat of sections or all of the piece. <sup>— very valuable</sup> I felt that eased the pressure of getting all the points I needed to make after just the initial read. The discussion (of revision) contained effective tips, things that I hadn't thought of. Actually the complete reverse of what I'd thought of. —  
"Don't have the writer verbally explain." It's a simple idea, but I can see how it works.

BEST COPY AVAILABLE

If the writer tells you what he/she means, then that writer won't feel the need to go back and correct.

This part of the tutoring (writing) has me really excited. I love to write. It's my most serious hobby. Besides helping someone else, it'll really help me to grow as a writer. It's the getting back to basics. Concentration.

I'm glad you are enjoying the sessions and developing a sense of "good responses".

Guiny

BEST COPY AVAILABLE



your comment about remaining with the  
same group would "stifle" you was interesting.  
Did you feel stifled?

In answer to your question about meaning  
versus structure: yes - concentrate on the  
meaning at first. Later - much later  
sometimes - the surface structure  
can be dealt with.

Giving

Wed 16 June

To answer your question:

No I don't feel stifled. I consider  
myself to be open-minded and  
also fairly discussion-oriented.  
So speaking in small groups is  
not daunting to me in any way.  
But there are certain members  
of the class who ~~would~~ would make  
it ~~very~~ nearly impossible for a  
shy person to get their point of view  
heard. (not intentionally) Enough said.

BEST COPY AVAILABLE

37

Last night's practical observation was a huge success <sup>in my eyes</sup> ~~because~~. It really exemplified how as a tutor to incorporate methods learned in the training with ~~also~~ personal styles. Almost <sup>as</sup> important to me was the reassurance, reinforcement of how important this program is and how rewarding it can be. ~~because~~ The tutor I observed was so proud of his student, he literally seemed close to tears. It almost choked me up.

BEST COPY AVAILABLE



Thurs 17 June

Yesterday's video proved to be stimulating. It offered practical ideas on keeping ~~learners~~ <sup>learners</sup> interested and motivated. Tips, like having students budget their own time and small group discussions are extremely valuable. ~~For this~~ I am starting to grasp how to progress as a tutor more clearly. I do have a question, though. Will we be evaluated at the end of the training session in any way? Do you have a way of determining whether someone is capable of tutoring? Another question just occurred to me. The learners we are

matched with - have they  
worked with ~~a~~ another tutor  
or ~~a~~ will they be new to  
the program as well?

As we're talking here  
tonight I've thought of yet  
another question (we wait  
get to it tonight) From  
last night's reading assignment  
the article stated that only  
writings made for ~~writing~~ reading  
aloud (ie plays & poetry)  
should be read aloud?

Do you embrace this  
philosophy? If so why?  
By the way, I do not agree.  
Why - because some imagery in



6/9/93 7 a.m

Yesterday's experience has already made a difference in my reading and listening skills. Thank you. I found myself highlighting the key points while listening to someone on the telephone.

The chance to improve my writing skills was not what I had expected and it is something I almost yearned for. Thanks again for this opportunity.

I learned that everyone always has so much to share from his or her experiences, and in a nonthreatening environment

In reading the material on writing I learned that because the emphasis is on writing we should not hinder that creative flow with either <sup>teaching</sup> spelling or punctuation, but encourage the student to write to express himself.

It should be a subject of interest and we should limit <sup>verbal feedback</sup> ~~that~~ conversation but write as the main form of communicating, <sup>reading,</sup> taking the level of the student into consideration.

Use any question to motivate the writer to view accept the work from



any angle he or she choose.

6/22/93 5<sup>13</sup>

A sense of confidence just came over me. I said to myself, what I have written is how I think right now. I can always leave it as it is or change it. Thank you.

Nola - Your journal was a pleasure to read, for your thoughtfulness and your enthusiasm. It was also encouraging to read that the underlying principles of teaching we are trying to impart: listening, observing and responding effectively are very much a part of your thinking.

The sense of delight in working on your own skills is an important part of what you can share with your learners, and I hope continue to develop as a facilitator in UKB to write on writing the program.

BEST COPY AVAILABLE

Carah

43



6/15/93

I'd always like to see an expression of joy + accomplishment ~~and~~ <sup>on the</sup> faces of my adult learners as I saw on the face of Mr Maldonado, a beginner ~~who~~ was the student of the tutor I observed.

The tutor was patient, he listened (when I might have talked) he encouraged and got results. The 2 students who were there (out of five) got their questions answered ~~and~~ in ways that they understood and had the chance to ask more questions.

I saw other students reading to themselves in another group.

The first part of the session, the language experience

stories I have to stay with  
what the student actually  
says I found myself  
analyzing or putting it in  
my own words. I'll have  
to work at that.

I also have to watch  
how my criticism comes over  
It some times comes out  
harsh. Now that I have  
observed this I'll modify  
my tones

I have observed that  
when the student is interested  
in the subject you get more out  
of him/her.

I have only started <sup>of my own volition</sup> reading since I  
had to bring myself out of a somewhat  
depressed mode. I read for school  
or work but not for pleasure

\*Self help  
books

BEST COPY AVAILABLE



6/16/93

The child in the <sup>introduction</sup> opening of the video had obviously been positively programmed to "read a book" she kept repeating the phrase and I wondered where or when that happened. <sup>it was effective</sup>

I was anxiously awaiting to hear the responses to the question <sup>the section on the</sup> what kind of reading activities are seen & the teacher's role as an observer, as I mentioned in class the Montessori method advocates observing the child, to prepare the environment to meet the child's need as well as to increase the level of work provided.

Reading is an important

BEST COPY AVAILABLE

part of the child's day. Teacher to child, child to self, in groups or one on one.

I have to read much more than I do now, it is happening.

The question "how we learn to read" shows how much we take for granted, and how intelligent the child is.

I did not think of the alphabet & all those nursery rhymes as where I started. That was interesting to me.

The experience in the book-lending area for the adult reader was not what I expected. I'm really wondering what my

BEST COPY AVAILABLE



expectations were?

The hands on experience is great. Thank you

To day a glimpse at the past - showed that a strict parent - & a teacher, my father left me to believe that reading had to have a purpose but for pleasure was not seen as a purpose.

About - comprehension and conversation? would it affect the way one writes? would the use of colloquialism be a problem?

No.

Your observations on 6/15/93 are excellent.

Your last question about colloquialisms -- no their use would mean the problem, they would probably indicate the learner's voice is coming through their writing. - Peter

BEST COPY AVAILABLE

Thursday Apr 10, 93

Respond to student as human being.  
Read student's work, thank them for  
sharing with you.

Encourage students by sharing  
with them.

BEST COPY AVAILABLE

J - - L. B. B. L.

On Saturday I went to L.I.C.H. for a lesson in self-breast examination. Nurse was exceptional in her presentation, until she called me "hon." Affectation has always irked me.

Walking toward home I met a woman who asked directions to Montague Street. I responded, "You're walking in the wrong direction." Immediately, I knew there was a better way. "Montague Street is in the opposite direction" — would have been appropriate.

After three training sessions I am acquiring some-much needed — communication skills!  
Thank!

BEST COPY AVAILABLE



Tuesday Jun 15

It was a pleasure to observe student/tutor in real class. I felt that the tutor was very effective; she was pleasant, smiled a lot, was witty, yet firm.

Tutor called one person by name quite often, perhaps student needs this recognition as she is hesitant to respond otherwise.

Overall, class seemed quite involved in their work and pleased with their tutor.

↑  
Very interesting observations.  
How do you feel about getting started yourself. The first step will be to join a group as an observer. -- I'll talk about this more tonight -- Debbie

BEST COPY AVAILABLE

Edune 93. I truly enjoyed the first article on Active Learning for several reasons. First of all, I appreciated the authors writing style. Instead of lecturing the reader she involved ~~was~~ ~~me~~ each of us in her learning process. She admitted her initial setbacks and discussed the method with which she came to a solution. Secondly, the article addressed issues of learning that affect all of us. I realized ~~through reading~~ ~~this~~ that even though I was considered a "good" student during my education, I also suffered from the low self-esteem that results in passive learning. When in college, I was so intimidated by the omniscience of the professors that it took two years for me to approach any of my teachers after class or during their office hours. I preferred to struggle painfully & silently <sup>rather</sup> by myself over a problem than to seek out and ask a professor for fear of appearing stupid or lazy. Through that experience, I have come to appreciate

how important ~~for~~ it is for a teacher or tutor to establish a non-threatening learning environment. It is only when a student feels comfortable with the tutor & other students that <sup>figure</sup> real learning can occur. I wish that Ms. Rosenthal had <sup>addressed this</sup> in her article. ~~Apprenticeship~~

A gentleman in our group, Nelson, had mentioned that he had some single student tutoring experience at the Williamsburg branch. He told us of a technique that another tutor had used to encourage active learning; the tutor had <sup>used</sup> the students lead the session on occasion. Depending upon the level & ability of the students, I think that <sup>this</sup> could be a very effective tool to use.

BEST COPY AVAILABLE



June 93

It's a good thing that this training session is so informal because last night I realized that there is a great deal of information I still need to learn. During our table discussion concerning the question of how to get a writer to revise his or her work without writing the revisions ourselves, we thought that a discussion about the text's clarity with the writer would be worthwhile. I had thought that ~~perhaps~~ some students ~~may~~ might be intimidated by writing their thoughts on paper, ~~and that a discussion~~ I figured that most adult learners would be able to express themselves verbally quite well and that talking about the subject would ease the transition to the written word and its revision. Perhaps I came to this conclusion because of my own writing process. I often compose <sup>revise</sup> my thoughts for a paper by thinking about it ~~out~~ out loud or reading what I have

BEST COPY AVAILABLE



already written out loud to give me the distance that I need. I had never thought that - talking about the text would drain the some authors' energy to revise but I see that it makes sense.

Question: For a beginning reader/writer, is it a problem for he/she to use " — — — " when not knowing the spelling? It would seem to me that it would be hard to remember the thought behind the sentence if too many words were left blank. What is the advantage of the blanks over the invented spelling?

Another question: In the training manual in the writing section, it mentioned "extending the language experience." I didn't understand what it meant. Are we going to discuss this at some point?

BEST COPY AVAILABLE

Lecture 93.

It was great to be able to observe the groups in action yesterday. No amount of imagining or role playing can substitute the valuable learning that occurred while watching. I was quite surprised at how ~~not~~ relaxed the tutors and students were, despite the presence of four strangers who were watching their every move. I think that the group were were observing how must have been together a while because the students seemed to be at ease with each other and were encouraging among themselves. Even with such a strong base of group cooperation, I realized that there are still challenges that the tutor has to face. One of the students had fixated on phonics and had wanted to work on this skill before all others and wanted to capitalize on the tutor's attention. Interestingly, all three students wanted to focus



on their reading skills rather than writing. Each of them found that not being able to read & comprehend well was ~~not only~~ inhibiting their lives. It was difficult for the tutor to convince the students that reading & writing were interconnected. In such a case, would it be possible for the tutor to focus the learning <sup>(perhaps in their journals)</sup> on reading material and writing about what they have read rather than creative writing? Or would that take away too much from the language experience learning?

One thing I have noticed is that the materials the students are given (journals, files, etc.) are very uniform. ~~But~~ I think it would be great to let the students personalize their journals. Writing in a blue book may be distracting to some of the learners. From my experience of writing in the journal on

the subway has prompted some questions from strangers about ~~the~~ "my take-home exam". I think it might be easier for some students to treat their journals <sup>& the ideas contained in them</sup> as their own if they are not confined to write in a booklet that is labelled "examination book" and conforms with everyone's ~~the~~.

17 June 93

Today's workshop seemed to answer the question I had written earlier in reference to combining the reading & writing learning. I loved seeing the library. I wish we had more of a chance to linger & read more of the books that were there. I was surprised by the breadth of options the new reader has. I thought that the newspaper was fantastic. I wish that there were even more books, such as A Tale of Two Cities and Fatherly that are adapted to new readers. I noticed that some of <sup>the</sup> books which were written by the Porchlynn



students, the stories were not always correct  
grammatically. Do ~~adult~~ adult learners ~~find~~  
~~that~~ ~~or~~ ~~not~~ who read the short stories  
get confused or distracted when the tenses  
or spelling is incorrect?

BEST COPY AVAILABLE

6-8

I learned that sometimes you can have a better understanding of your own writing by listening to what is reflected back to you. Once I read out loud what I had written and it was paraphrased back to me, it made sense. I understood why this particular subject was on my mind.

I don't know what to expect from my future students, but I understand the need to be flexible.

6-9

Developing confidence in the individual is a necessary step to proceed with learning. Being

BEST COPY AVAILABLE 60



W  
picky i.e. trying to correct  
spelling and punctuation will  
not foster confidence. It is  
important for the individual  
to develop thoughts, to be  
able to transfer these to paper.  
We can help the individual  
do this by listening, by asking  
questions about the piece - writing  
these questions down so the  
individual can address the  
answers if ~~they~~<sup>he/she</sup> chooses to. Read-  
ing aloud in a group will  
encourage more questions. It is  
a way for the writer to under-  
stand how his/her writing  
may be made more clear.

BEST COPY AVAILABLE 61

6-15

Using the whole language approach to teach reading seems like a good method. The students will have familiarity with what they are reading since they read it, and if the right questions are asked by the tutor the subject matter will be interesting to the student.

I had the chance to look at the work book another tutor was using. It looked well organized and manageable for a beginning reader. ~~It~~ It also looked boring. The subject matter was the same

62

BEST COPY AVAILABLE



throughout the book - a day in someones life. I don't know if I would use this book as a supplement.

6-16

Karen Smith, the teacher in the video, gave her students alot of flexibility. She also assumed that they were intelligent and responsible and could handle a group oriented discussion. I think many teachers would aim for comprehension as opposed to conversation. Karen did not think that she had the right answer. She just

wanted her students to gather their own meaning out of the story depending on their own frame of reference. What struck me most was that she had no doubt that her students could handle this type of discussion. And they did handle it.

Hi -

If you think a book is boring, your student probably will also!

Our learners also can handle complicated discussions. They bring their life experiences to the learning sessions and then discuss. Sometimes there are misconceptions. How would you handle an obviously incorrect "fact"? (just curious)

Shirley

BEST COPY AVAILABLE 64



I found the first workshop class  
very informative. I learned  
a lot from it. For example;  
I learned that by making  
a list of the things you  
are going to write about  
makes it easier for the  
writer to express himself.  
It's easier because the  
writer has information he  
can use to refer to while  
he is writing.

I also found it enjoyable  
to interact in the group.  
It was enjoyable because  
while reading my story to  
someone, I had the opportunity  
to see how the other person



reacted to it

The Second Class Was more interesting than The first Class because the other person express what she thought about me writing. She picked out little phrases that needed revision. I thought that was a good idea because I overlooked things that I could add to the writing. I did not see these things myself.

BEST COPY AVAILABLE

6/16/93

On the fourth session of our workshop, we played Student/Teacher Relationship. When I played the student, I had little trouble thinking of something to say. The teacher asked me, "what happened to you today?" I responded quickly because it was in my mind from early this morning that the train caused me to be very late. I woke up feeling very happy. By the time I reached my job, I was depressed. I was depressed because I usually take the #4 train from Alca Avenue



to 4th Street. Then I changed  
and got the #4 train to  
59th Street. When I arrived  
in the Utica Avenue station  
that morning the announcement  
was, "The Number 4 train is  
out of service due to  
a sick passenger at  
Bowling Green. Please take  
the #3 train and change  
at some point in the city."  
The platform was so crowded  
that I had to wait for  
about 3 #3 trains to pass by.  
I finally got on the #3 train.  
When we reached Franklin  
Ave another announcement  
was made, "The Number 4  
train is back in service".



I was to tired to move.  
I think it is easier to  
write a good story when  
you have some thing in  
mind already that you  
can write about, because you  
don't have to think on the  
subject. My teacher was  
a good listener, she point  
out things she couldn't  
remember to write down, and  
I filled her in.

When we switched places  
and she became the student  
and I was the teacher,  
It was harder for her  
to talk about something  
because she had to

think of something to say  
with my Couchenger.

The Class session that we  
sat in was interesting because  
I had a chance to see  
four different ways of  
teaching. The most effective  
one was the teacher that  
held the class interest.  
The teacher have to be  
prepared with several  
lessons so that the students  
won't get bored. I  
found in one of the classes that  
the students <sup>became</sup> very bored and frustrated  
because it seem to be little  
communication ~~why~~  
between the students and the ~~tutor~~ tutor.

BEST COPY AVAILABLE



6/8

My first lesson at the tutor workshop was very informative.

In preparation for this workshop we read Active Learning/EmPOWERed. This article talks about the fundamentals of passive and active learning. It details encouraging passive readers and writers to become active learners. Motivation, interest, choosing, taking control, listening understanding are basic concepts to becoming active learners. We as training for tutors must have the same concepts and use them constructively in organizing lesson plans for our students. Listening, writing and communication are the three basic elements for literacy. We must learn "teaching strategies" for

71

BEST COPY AVAILABLE



reading and writing. By having the listener ask questions to the writer/reader, he/she will be able to reread, rethink, make changes and analyze his piece in general. Then the revising process begins; editing does not come into play during the revising stage.

# These are steps in transformations that the student will need to become an active reader rather than a passive one. Allowing students to make their choices and correct their own work is encouraging them to become active learners. This also helps motivation, interest become focused on their work, build encouragement, <sup>active</sup> participation. The complete process enables students to make active decisions regarding their lines and

their education'.

I feel I am learning to be more intuned with myself, my writing and reading skills and I as well as the student need to be active in order to prepare my student to be an active reader/writer. I have to sharpen my writing and reading skills so that I can use them in an effective and positive way to motivate and encourage active readers and writers.

(Corriny + Sarah one on one tutor.)

I liked the fact that the topic wasn't pressured out of her. It was a natural conversation and out of it a topic came out naturally w/out making an issue out of it.



6/15/83

I liked the article called "Writing and Common Sents". I feel it is so appropriate. I used to do this with sents or listening to a song or being in a certain place. Past memories would surface into my thoughts as well as feelings on the specific emotion or event that had occurred. Creating emotion is an effective way of stimulating students to write since the topic is "personal". I also agree with "reading aloud should be voluntary not mandatory".

The <sup>whole</sup> language experience was difficult for me to comprehend how to go about doing it. Although, I understood what I read and it makes sense ~~it is~~ I was not altogether sure of how to go



about it. I understand the steps  
(1) talk about subjects and open ended  
questions (2) record write down what  
student is saying (3) read passage  
to student (4) discuss and explore subject  
further (5) expand by rereading and asking  
questions (6) Plan - brainstorm for new ideas  
and ways to create language experience stories.  
I think I need to practice and needs  
for me to click and connect with it.  
Whole language has a diverse and wide  
components (listening, speaking, counting, thinking  
reading). It also has to be meaningful  
and respectful to language. It is very  
logical to start with the students experiences.  
It makes a lot of sense to me. The whole  
language experience is guided and sets  
structure for students which in my opinion

is needed for daily learning and life in general. I think it is also important to allow students to express their feelings, ideas and experiences about their reading, the world because it shows confidence on their part. They also are able to help each other and ask to learn new things when they are motivated and confident. Their goals are realistic and achievable to the student when the whole language experience is put to use and the student partakes in it.

6/17/93

I think the exercise on using books for appropriate material for students was very effective. It is critical that we as facilitators assign appropriate reading material that is relevant and



interesting to students the material also has to connect and mean something to the reader in order for them to write work that is interesting to them. The Vidler tapes taught us interpersonal and communication exercises with activating readers and writers. It was a great sample of the whole language experience. Yes, students need to choose and have freedom to express themselves verbally.

We also learn that each one of us learns in different ways, therefore we need to communicate and facilitate differently to our students because their form of learning is different and also



their background is different, since  
their upbringing, ethnicities, experiences  
etc are diverse. We as facilitators  
need to keep conscious and aware of  
our goals and ways of teaching to  
students so that we can respect and  
accept each student's individuality.  
I really enjoyed this session!

Hi -

Yes - language experience takes some  
practice.

You need both direct experience (personal)  
and indirect (books) to be literate. I like  
your comments about the need to have  
appropriate material - would you "assign" it?

As each of us is different, so is each "learner".  
After all, should we not all be learners all our lives?!

Ginn

81



# INDIVIDUAL STUDENT RECORD FORM

IS THIS STUDENT CONTINUING FROM LAST PROGRAM YEAR? \* \* \*

1. \* 2. STUDENT'S ID CODE \* \* \* \* \*

3. NAME: Last (Family Name) First M.I. 4. DATE OF BIRTH: Month Day Year 5. STUDENT'S HOME ADDRESS: Number and Street City State ZIP CODE \* 6. STUDENT'S PHONE: (Area Code) Number 7. STUDENT'S PHONE: (Area Code) Number 8. SEX \* M F 9. RACE/ETHNIC IDENTITY \* A1 Native American A2 Alaskan Native B1 Asian B2 Pacific Islander C1 African American C2 Afro-Caribbean C3 African D Latino/a E1 White (not Latino/a) E2 Other

10. EMPLOYMENT STATUS \* A Employed Full-time B Employed Part-time C Unemployed 1 year or more and available to work D Unemployed less than 1 year and available to work E Not available for employment 11. RECEIVING PUBLIC ASSISTANCE \* Yes No If yes, enter Category: A = ADC H = HRF O = Other Case Number Required for EDGE/JOBS participants or TRE recipients. Optional for all others. 12. COUNTRY OF BIRTH \* 13. INITIAL SETTLEMENT IN U.S. STATE: YEAR:

14. DATE STUDENT FIRST BEGAN IN AGENCY \* Month Day Year 15. IMMIGRANT \* Yes No Optional: Refugee? Yes No 16. REFERRAL SOURCE A Another Student B TV / Radio C Newspaper D Friend or Relative E Social Service Agency F Education Program G Training Program H Recruitment Poster / Flyer X Other, specify 17. SCHOOL-AGED CHILDREN \* Is the student the parent or guardian of children under the age of 21? Parent/Guardian Yes No Single Parent Yes No If either above answer is 'Yes', enter the number of children in each level. Pre Elem JHS HS 18. INITIAL CLASSES \* C, L or S Code FS 19. POPULATION CATEGORIES \* A Homeless B Adults in Correctional Facilities C Other Institutionalized Adults D High School Graduates or Equivalent E Displaced Homemakers F Heads of Household G Adults with Disabilities H Adults Enrolled in Other Education or Training Programs I Veterans J Other N Not Applicable 20. OTHER CODES 21. HIGHEST GRADE COMPLETED \* 22. YEARS IN U.S. SCHOOLS 23. PRIOR SCHOOLING IN NYC NONE ELEM JHS HS Check the appropriate level or levels of school attended in New York City.

24. PRETEST INFORMATION \* TEST CODE Name Level Form N Y O O O O TABE Reading Test TABE Math Test Other Test NYS Place (NY) Test DATE (MM/DD/YY) SUBSCORES #1 #2 TOTAL RAW SCORE TOTAL GD. EQ. (Optional) ESOL-B SCREENING TEST Pass Fail Authentic Assessment Methods Used Not Testable (BE, BENL, MATH below 3.0 only) Form Completed by Date Completed by





1

### Children's names

## Public School?

---

100

\_\_\_\_\_

1000

What kind?	yes	no
Taking medication?		

Doctor \_\_\_\_\_

S.S.# \_\_\_\_\_ If public assistance, receipt IMC# \_\_\_\_\_

ID#-

Registered Voter? yes\_\_\_ no\_\_\_  
Veteran? yes\_\_\_ no\_\_\_

Additional veteran info. \_\_\_\_\_

Language spoken

**Family language spoken**

Can read own language?	yes	no
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
31		
32		
33		
34		
35		
36		
37		
38		
39		
40		
41		
42		
43		
44		
45		
46		
47		
48		
49		
50		
51		
52		
53		
54		
55		
56		
57		
58		
59		
60		
61		
62		
63		
64		
65		
66		
67		
68		
69		
70		
71		
72		
73		
74		
75		
76		
77		
78		
79		
80		
81		
82		
83		
84		
85		
86		
87		
88		
89		
90		
91		
92		
93		
94		
95		
96		
97		
98		
99		
100		

Can write own language?    yes    no

**English:**

Can read/write English	yes	no
Can read/write English	yes	no

Speaking ability none little good

Yrs previous instruction in U.S.

Profession

**If employed:**

Employer

**Address**

Phone	Hours

Teacher:

**Dates:**

## सूचक

**Impacts:**

Date:

**Score:**

Student History

**Goals and other student info:**

# BROOKLYN PUBLIC LIBRARY LITERACY PROGRAM VOLUNTEER INFORMATION RECORD

DATE: \_\_\_/\_\_\_/\_\_\_

CENTER CODE :

--	--	--

Volunteer ID Code

--	--	--	--

Date of Birth

--	--	--	--	--	--

Male

☐

Female

☐

Name: \_\_\_\_\_

ETHNIC GROUP: ☐

Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Phone: Home: \_\_\_\_\_ Work: \_\_\_\_\_

- A) Native American or Alaskan Native
- B) Asian or Pacific Islander
- C) African American African Caribbean African
- D) Latino
- E) White & Other

OTHER LANGUAGE: 1) Speak 2) Read 3) Write

--	--	--

EDUCATION: 1) 12th Grade 2) H.S. Diploma 3) Some College 4) Undergraduate Degree 5) Graduate Degree 6) Not Available

☐

EMPLOYMENT STATUS: 1) Full time 2) Part time 3) Unemployed

☐

OCCUPATION: \_\_\_\_\_

Does employer have a matching gift program? YES NO

--	--

SOURCE OF REFERRAL: A) Another Tutor B) TV/Radio C) Newspaper D) Family/Friend E) Social Service Agency F) Education Program G) Training Program H) Poster/Flyer I) Other

☐

AVAILABLE TO MEET:

Mon. Morning Afternoon Evening	Tues. Morning Afternoon Evening	Wed. Morning Afternoon Evening	Thur. Morning Afternoon Evening	Fri. Afternoon	Sat. Morning Afternoon
---	--	---	--	-------------------	------------------------------

SKILLS: A) Writing B) Research C) Art D) Computer E) Grant Writing

F) Desktop Pub. G) Outreach H) Fund Raising I) Public Speaking J) Other

Would you like to join FRIENDS OF LITERACY? YES NO

--	--

## OFFICE USE ONLY.

SEPARATION: 1) Satisfied with experience 2) Dissatisfied with experience 3) Job/school conflicts 4) Moved 5) Health/pregnancy

☐

6) Family problems 7) Transportation problems 8) Not available

Date: \_\_\_\_\_

9) Other \_\_\_\_\_

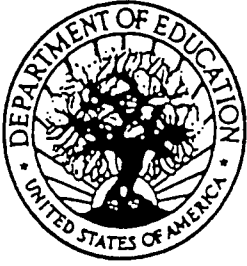
HOURS SERVED: A) 0-25 B) 26-50 C) 51-100 D) 101-200 E) 201-300 F) 301-500 D) Other \_\_\_\_\_

☐

WORKSHOP DATE: \_\_\_/\_\_\_/\_\_\_

REPORTING DATE: \_\_\_/\_\_\_/\_\_\_





U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement (OERI)  
Educational Resources Information Center (ERIC)



## NOTICE

### REPRODUCTION BASIS

☐

This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒

This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").